Foreword

Lesson Plan Format

The following format has been used in this training package and will provide guidance to the instructors presenting the lessons. There are nine important steps in this format, plus appendices at the end of each lesson.

1. **Interest Building Strategy/Set** - There will be a lead-in statement or activity to gain the attention of the participants and motivate them to learn in every lesson. The instructor may add or substitute other material or activities.

2. **Review Competencies** - Review the competencies for this lesson with the participants. Adults learn more easily when they understand what it is they will be expected to learn and how they will be able to apply the knowledge and skills they learn.

3. **Purpose** - Define for the participants the purpose or benefit of learning the knowledge and skills in the lesson. Knowing what is in it for them helps develop a positive learning attitude.

4. **Transfer: Connecting to Past Learning Experiences** - Relating what will be learned to something participants already know or have experienced facilitates learning. An example of transfer of experience has been provided in each lesson. Instructors may use examples from their experience or the participants' experiences to supplement or replace this statement.

5. **Instruction** - The body of the lesson contains the actual information to be learned. During this part of the lesson, the competencies will be taught. The lessons have been designed to use more than one sense (sight, hearing, touch, etc.) because the use of a combination of senses increases the percentage of retention of the knowledge or skill. Each participant learns differently (audio, visual or kinesthetic) so a variety of lecturing formats and activities have been included.

6. **Guided Practice** - This part of the lesson provides the instructor an opportunity to check the participants for understanding of the knowledge and skills presented. This practice may point out areas to review or to emphasize during the closure.

7. **Individual Practice** - Many of the lessons in this course contain computer demonstrations during the lecture. You will have the opportunity to check your understanding of the knowledge and skills and to obtain instruction and help where needed. A computer lab will be available outside class hours for individual practice.

8. **Closure** - At this point in the lesson, all of the information is summarized briefly by the instructor. Then the instructor will suggest an ending activity or thought process that will lead the participants to review the lesson in their own minds. Any final questions from participants should be dealt with before going on to the next lesson. The competencies are reviewed to ensure they have been met.

9. **Back on the Job...** The instructor has one more opportunity to reinforce the importance of the knowledge and skills from this lesson and to relate them to the overall concept of healthy school meals. For maximum retention, participants should be encouraged to apply their knowledge and skills in some manner as soon as they return to their own Child Nutrition Program.

    Lesson Appendices - Appendices pertinent to each lesson are at the back of each lesson. The Activity Sheets are in the lesson appendices. The Instructor Outline with the transparencies and Activity Instructor Keys are in the last appendix in each lesson.

Training Instructions

Use the chart below to determine the components needed to teach the new menu planning systems.

Component	Food Based Menus	NuMenus
Foreword	X	X
Lesson 1	X	X
Lesson 2	X	
Lesson 3		X
Lesson 4	X	X
Lesson 5	X	X
Lesson 6	X	X
Lesson 7	Delete pages 12-15	Delete pages 16-17
Lesson 8	Optional	X
Lesson 9	Optional	X
Lesson 10	X	X